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INNIS HERALD

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m. muisé

registrar says “ be aggressive”

This is written at the invitation of our Editor, and unless I am suppressed by overwhelming demand I hope I may be permitted to offer a series of comments on student problems as we see them in the College Registrar's Office.

The first and worst problem is the freshman's doubts concerning a career, and in truth he has much reason to be confused. He is at an age when he becomes aware of the great sufferings of mankind, but this awareness is abstract and remote. He is also aware that he will need to earn money, but he has very little idea of the various lawful ways in which this can be done. He knows about medicine, law, dentistry, teaching, and perhaps a few others, but he has no way to discover where, if at all, he fits among them.

His parents, who have had their own struggles, want to see him comfortably established in a line of work that will make him rich and respected; like all parents, they think their geese are swans, and ignore any warnings (such as a Grade 13 average below 70 percent) that their young ones really are not cut out for any of the more exacting professions. Like a dutiful son, he allows himself to be pushed in the direction they want for him, in spite of his wanting to do something else, or in spite of his having no idea of what he wants to do.

The guidance department at his school may be pushing him in another direction, equally wrong for him. The job of a guidance officer is quite impossible, for two reasons. The first is that in a school large enough to support a guidance staff there are more students than the guidance officer can hope to talk to for long enough to do any significant sorting out of vocational possibilities. The other (and more serious, I think) is that the universities are increasing in number and complexity, and are constantly introducing major changes in policy and curriculum. No-

body can keep track of all this.

Many guidance officers are as guilty as parents in their assumption that all students who obtain a high enough standing in Grade 13 must at any cost go to a university. According to the prevailing myth, not to go to a university and get a degree from it is to risk the darkest social disgrace. It seems to me that the guidance officers spend most of their efforts in buccaneering for scholarships on behalf of their students. They measure their professional success by the number of scholarships their students win, regardless of whether they are won in the appropriate university or course. So far as providing career guidance is concerned, what the guidance officers do is most often worse than if they had done nothing. They seem all too ready to go along with any proposal that fixes a student neatly into a vocational slot, so they can close the file and get on with the next student in the line-up.

So the student arrives in our office lost and bewildered from being pushed this way and that. "What do I want to do? What do I want to be? Help me, help me!"

Nobody can really help him, since in the end he must help himself. But we can recommend to him a programme which leaves several avenues open for his development in the next three or four years, hoping that he will soon find his own way. This may involve him in subjects he has never heard of. Or he may claim to dislike some of them, or to have no aptitude in them (these often seem to be interchangeable). To use an example, many students who think they are hopeless at mathematics embark upon one of the social sciences, under the false impression that they won't need mathematics; they must be warned that it doesn't work out that way.

What general advice can a registrar offer? This: find out all the angles and work them to the limit. Pester your registrar for every concession, every exception to the rule, every gimmick you might try out on him. You can petition for

anything, and the worst that can happen is that it will be refused. If you have definite ideas of your own and can't get the curriculum to fit them, fight the curriculum. It's much easier to help a student who is aggressive (even to the point of offensiveness) in his own interest, than a student who is reticent and docile.

GEOFFREY PAYZANT,
Registrar, Innis College

choosing and switching courses

Why do many students decide on the wrong course upon entering University? Sometimes the cause can be traced to excessive parental influence, to unreliable aptitude tests or to misguided guidance teachers. In many instances, thirst for prestige and financial security drives a student into a profession which offers these particular returns, but neither intellectual stimulation nor satisfaction. Such students often become dissatisfied with their courses, and are among those who consider dropping out of university or switching course.

Nobody should fear to consider changing courses. Seeing your friends graduate a year before you do is a small price to pay when measured against a lifetime of fulfillment and meaningful endeavour. Most of the first year students at university this year will question both their desire and ability to continue in their present courses. This is understandable. The quality and quantity of effort required is higher, as are the exterior pressures on the university student.

In most cases, the student will only experience a small amount of doubt and concern. If he continues to dislike his course, he ought to be quite sure that sheer laziness is not the real reason for his boredom and inability to understand. Perhaps the saddest indivi-

dual on the campus is the one who repeatedly changes courses simply because he will not try to involve himself in his work.

In my own case, my doubts began about Christmas time. But I was an Ontario Scholar and I suppose I felt obligated to finish out the year. I did finish, managed to scrape through and made myself unhappy in the process. I am in English Language and Literature now where I should have been in the first place. But I don't regret wasting a year; because it wasn't really a waste. Now I know I don't want to be an engineer!

The university allows a student to decide during the first 3 weeks whether or not he is satisfied with his course. Take advantage of this three week period. Shop around. Try everything you possibly can. If necessary, change your course.

If you find you want to change courses after October 15th, see your registrar about it. He has experience with your kind of problem and can help you to make the right decision.

A student should feel no shame about changing courses, provided that he has tried to succeed in the course which seems not to suit him.

Indeed, the student may find that switching from one course to another broadens his experience immeasurably.

Bill Barclay

how to behave in europe without really trying

In the past, an American in Paris was a novelty. Now, it is rare to find a Parisian there. The place is full of North Americans who have a peculiar philosophy of tourmanship which seldom varies.

To begin with, Europe is never "seen" by people who know. It is always "done". The important thing about "doing" Europe is the amount of time spent and the number of countries completed. Doing

Europe on five dollars a day, or Spain in an afternoon are criteria for a successful tour.

Due to the relative brevity of your trip, it is "de rigueur" to have a good camera--preferably a Ricoflex 620/H, capable of taking six pictures per second. Then you can always enjoy Europe in the comfort of your own living room. On the subject of pictures, there are a number of shots you should not miss. One is of the Giacomini with the reflection of 12 heads along the bottom of the glass casing. Another is of your hotel and that smiling young man who carried your bag and kept your secrets. And, there should be one of yourself, outside every famous landmark!

Many of the most experienced tourists (of the Lowell Thomas school) have taken voice training and may be heard above any crowd properly chastizing museum guards and waiters who have never heard of a toasted western sandwich. One particularly successful tourist broke the monotonous silence of the Louvres while looking at David's "oath of the Horatii" by saying in a grating voice, "Do you think any of these are originals?"

It is most important to keep your eyes open. A good tourist must be careful of the following things: impudent taxi drivers, bands of ragged teenaged hooligans (really English medical students traveling on 25 pounds per month), strange foods, and foreign customs. An observant tourist usually runs into: Three old schoolmates in the ladies washroom of the Baths of Caracalla in Rome, a poor Turkish shoeshine boy with an ill brother and some handwoven rugs at bargain prices, and a student from back home who has run out of money.

One last piece of advice directed to poor students. I would recommend collective eating. Collective eating entails persuading three fellow travellers to buy a French loaf, a tomato, a tin of Petit Pâté, Camembert cheese and a 20 cent bottle of Vin des Rochers. However, this

way of eating is often expensive as you find yourself eating collectively alone.

Bon Voyage!

EDITORIAL multi faculty- fact or fantasy?

The fact that Innis College will graduate its first class next spring no doubts attests to its durability as an institution. But our ability to survive is no real basis for believing that what we have accomplished has any value.

Innis began as part of an experiment in Multi-Faculty college structure. Theoretically, we were to offer our members, an opportunity for the interchange of ideas based on the different disciplines in which they were involved. However, we have yet to transfer this theory into practicalities. We have a multi-faculty commission composed of a representative from each faculty. The commission's purpose is to deal with the problems of interfaculty communication and integration at Innis College. This, it has failed to do.

The commission attempted to set up a tutorial and seminar program which would be of positive value to all Innis students. While we cannot argue its success, we must realize that in fact it is only used by students in Arts and Science.

At present we are planning the future Innis College building. It is important that we make an assessment of the needs of all our students, especially those in faculties other than Arts and Science if we are to build a college which is uniquely multi-faculty.

It is imperative that the Multi-Faculty problem be broken down and examined. First, we must decide that we can offer to our members in the way of (a) academic programs; (b) social and extra curricular activities; (c) physical structure and living facilities.

Second, we must realize that

the level of student involvement will depend on (a) the various demands on the student's time; (b) the focus of college activities; (c) the difficulty in overcoming the problem of the street-car students.

We must also be willing to face the possibility that a multi-faculty college structure may not fit into the present University of Toronto system. After all, New College has already given up the multi-faculty experiment and now offers only residence facilities to its non Arts and Science students.

There is no use pretending, that a multi-faculty structure is a meaningful possibility if it cannot be realized. There is no shame in admitting that multi-facultyism cannot be instituted in the college structure if it cannot. I ask you only to face the problem squarely and decide honestly, before you build Innis College around what may or may not be a meaningful structural concept.

TEACH-IN **-will it succeed?**

On October 14th to 16th a second International Teach-In will be held at the University of Toronto. Its theme this year is China. More restrained than its American cousin, the sit-in, this Teach-In is geared to inform students about China. Perhaps more important, it is hoped that the Teach-In will penetrate into communities outside the university and draw them together in a common effort to conquer the ignorance and the myths that surround China.

A summer of hard work by professors and interested students has laid the foundations for a successful Teach-In. Among the distinguished people who have offered to participate are Dr. Han Suyin, a native born Chinese and author of *Love is a Many Splendored Thing*, Huen Mukerjee, the Indian leader of the Soviet wing of the communist party in the Indian parliament, and Professor

Dwight Perkins of Harvard University, a well-known expert on Chinese economics and military affairs.

The Teach-In promises to be informative and stimulating. But will it be successful? Will the community become involved? Can the university and the community be drawn together in a common effort?

All these questions depend on the link that must be established between the Teach-In committee and the general public. Its strength will be directly proportional to the amount of information that the public receives. Naturally there will be news coverage during the Pre-Conference Week. But this is not enough. A great deal of publicity prior to this intensive campaign is vital to the success of the Teach-In.

If we can work with our municipal officials perhaps a Teach-In week can be declared with a program directed from the City Hall. Definitely such organizations and various political groups have vast communications that could prove invaluable. Also smaller groups in business, churches, and synagogues can provide worthwhile community contacts.

However, if these groups are to be interested they must first be contacted. If they show some interest it must be kept alive with further information on the Teach-In program and speakers. Bibliographies must be provided for these interested people. They must be exposed to people who feel the importance of the Teach-In keenly and can arouse their participation.

But all this publication requires manpower. People to talk first to group leaders, people to mail out further information, people to provide transportation, and people to help with audio-visual aids for Teach-In appointed speakers. This is a big job with which the committee needs help.

We, at Innis have the opportunity to make our presence felt on campus and throughout the city by our participation in the public information aspect of the Teach-In.

Ken Stone, the president of the I.C.S.S., has said that the I.C.S.S. Executive will act if sufficient interest is shown by the student body in this campaign. The Teach-In depends largely on student interest and involvement if it is to be successful, furthermore it gives you the opportunity to become part of the wider university community.

from the board room...

If you have read the student handbook or the Principal's message, you will have an idea what the student executive has accomplished in the past two years and what is being planned for the coming year. The calendar of social events includes a formal dance, a ski day and numerous informal parties. Art, drama and debating clubs are being formed this year. You can join the staff of the Innis Herald and participate in college sports. You can broaden your scope by participating in the college tutorial programme or by joining the Professional Writing Group.

A college executive has more responsibilities than a high school student council. It must plan student activities and give advice on the curriculum. Responsibility for the affairs of Innis College rests with both the College Council and the Student Society. Through the Student-Staff Committee we will be jointly planning the new Innis College building. There are areas of University policy that the executive must consider and make recommendations on.

If you are interested in becoming a member of such an executive, remember that fall elections are coming up soon and several positions are open.

SOLVE SOPHOMORE SLUMP

Every year of a college executive's existence is a crucial one. Certainly the first year of the Innis Executive's life was of con-

SOPHOMORE cont'd

siderable consequence, for in that year, a notable (though far from faultless) constitution was drawn up, the development of our multi-faculty college was initiated, and the college began to take its place in the university spectrum.

Last year's executive failed to come to grips with the "sophomore slump" and as a result, our growth was retarded, and we have not yet matured as a college. Students are indifferent towards college affairs; they neither understand nor try to understand what multi-faculty means. Although the executive was not directly responsible for the attitude, nevertheless, in the conduct of their meetings, and general college business, they contributed to the stale atmosphere of the college. Where they should have been looking for solutions and trying to spark the students with fresh ideas, they did not.

If the present executive is to come to grips with the problems which last year's student government failed to solve, they must be willing to create new ideas, and they must restore life to the college activities. For example, they must decide how the limited facilities of our college can be utilized to the greatest effect, how Innis College can assume a dynamic role in the university community around as and, how can the interests of all the students enrolled in Innis be combined in our various programs.

The sophomore slump still exists. If we ignore it now, it always will exist.

WHY INNIS?

In coming to university you chose to enrol in Innis College rather than one of the larger institutions on the campus. Why?

You may be wondering about the Innis building. During the summer before my freshman year, I wandered across this vast campus searching diligently for Innis, my college. After stumbling upon a little structure bearing a sign

"Innis College, Temporary Quarters" I continued my search for the permanent edifice which I was sure must have been in the finishing stages. Perhaps it was that new building on Harbord between St. George and Huron, the one with no name on it. At last I phoned Innis College with an urgent plea of "Where are you?" Dr. Harris told me the terrible truth, but added that a college is not just a building but a group of people and a spirit which no building can give. He was right. At Innis there is greater comradeship than at any of the older larger colleges. At University College, for example, most of the students do not even know what their principal looks like. At Innis it is easy to find him and talk with him. You can wander through the halls of Victoria without meeting a friendly face, Enter Innis and you see almost nothing but friends.

What of the future of Innis College? Can we grow and still remain personal? It is difficult to say. It really depends on us.

WELCOME

Well, here you are. University. Most of you probably thought that you'd never get here and now that you are here you still can't believe it. If you are at all normal you feel one predominant emotion--fear. This is a big place... and the people. There are thousands of them (20,000 to be exact). However this feelings should pass as soon as you meet someone. That's all you need. Someone. Some petrified freshman wanderer, lost among the maze of structural steel, brick and concrete, trying, as you are, to find Sig Sam, Syd Smith or the washroom. If he has an Innis look, go up and yell "Comrade", grab him (or her) by the hand, weep softly on his or her shoulder, plant warm grateful Russian type kisses on his (or her) face and he (or she) will turn softly and smash you (or you) right in the mouth. Wrong approach. Use the freshman welcome at Innis. Don't worry. You'll meet at least one person you don't know who will become a friend, enemy, comrade, compatriot,

lunch-mate, seat-mate, bed-mate, or what have you. That's the main thing. The geography will come naturally, the routines will become routine, and some lucky people will find the washroom before too long (right down the hall, turn to the left). However the most important thing ' get out and meet someone, just someone to share your terror at this beast's massive form or your joy at finding the washroom. So take advantage of the welcome that's been planned for you, for as far as I'm concerned that is the most important thing. In case their veteran-know-it-all attitude frightens you, the second and third year students don't bite. Some of the older ones don't even have any teeth. We don't want to make it any more difficult than it already is. Actually, believe it or not, we really want to help, for we have been through it before. Honest.

OPERATION BEAVER

Operation Beaver, as the name suggests, is a work camp. But it is more than that. Set up by the Canadian Council of Churches, Operation Beaver attempts to gather together people of many backgrounds and cultures and to carry out some worthwhile task.

In the case of the Lac Doré project, the worthwhile task was the building of a friendship centre on a Cree Reservation 500 miles north of Montreal.

Generally, we got on well together as a group. Even the Vietnamese students and the young American boy managed to co-exist peacefully.

And our microcosm was full of unforgettable characters. There was Cook Kathe who smoked a pipe and knew everything about everyone, there was Spaz who could drop a china cup in an ankle deep carpet and break it, and there was Lionel from Trinidad, blue-helmeted and smiling, forever dropping things on the unprotected heads below.

We finished the Friendship Centre together. It's a good name for it really, because we built it that way.

yesterday .. TODAY...TOMORROW

EDITOR John U. Bayly
MANAGING EDITOR Cheryl Zimmerman

FLOATERS David Burton, Catherine Harris, Christine Milani, C. Sherry Kelner, Danielle Scherter, Gretchen Wedd, Melody Muise. yesterday...Today...TOMORROW

INNIS COMMON ROOM is open every evening until eleven o'clock. TUTORIAL PROGRAMME: Enrollment for tutorials and discussion groups will take place in the Writing Lab during the first week in October. Members of all faculties will be interested. See Mr. King for more detailed information. (928-2512)

PROFESSIONAL WRITING GROUP: Anyone interested in any aspect of writing, vocational or evocational, please contact Mr. King in the Writing Lab.

EXECUTIVE MEETING: ICSS Executive meeting, Tuesday September 27, 7:00 p.m. Board Room.

NOMINATIONS for 1st year Men's Rep., 1st year Women's Rep., Women's Athletic Rep., Social Director, Secretary, and a SAC Rep., will open on the evening of September 27 at the ICSS Executive meeting.

VOLLEYBALL practices on September 27 (Tues.) and September 29 (Thurs.) at 1:00 p.m. in the upper gymnasium of Hart House. All Innis aspiring MALE athletes welcome.

SOCCER & RUGGER PRACTICES: Schedules unconfirmed. See the Bulletin Board for further announcements.

WOMEN'S ATHLETICS: The administration of the Benson Building have not yet assigned practice and game times.

MEN'S ATHLETIC COMMITTEE MEETING: Thursday September

29 at 5:00 p.m. in the Innis Common Room. All men are urged to attend.

INFORMAL PARTY: Innis Common Room will see another party on September 30 at 8:30 p.m. Bring your own guitars...folk singins, dancing, card-playing etc. FREE

CHEER AND SWING: Dance to a live band...not like the Freshman Dance...October 7th at 9:00 p.m. introducing Innis Cheerleaders. \$1.00 per person. Couples \$1.50

REPERTORY CINEMA: Revivals of distinctive international films of the last several years. October 3-6, THE RED DESERT and PERCE ON THE ROCKS October 11-13 THE DIARY OF A CHAMBERMAID and MALE COMPANION at the Electra Theatre, 362 College Street West. Students \$1.00 For details phone 921-3922 Monday-Thursday after 5:00 from October 3rd.

CLUB MEETINGS: Watch the notice boards for details or phone Marnie Underwood (488-2818)